

**SOUTH CAROLINA
DEPARTMENT OF EDUCATION
OFFICE OF FOOD SERVICES
AND NUTRITION**

**CURRICULUM FOR
FOOD SERVICE ASSISTANTS
STUDENT MANUAL**



**THE WORKPLACE RESOURCE CENTER
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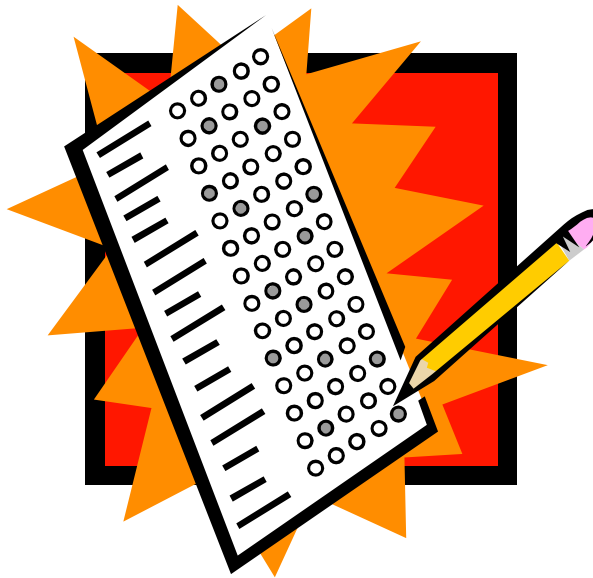
The Workplace Resource Center is funded by the South Carolina Department of Education, Office of Adult and Community Education

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Skills Assessment



January 2001

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Skills Assessment

How to use this Assessment:

The following assessment is intended as a diagnostic tool for material covered in this curriculum.

This material **WILL BE COVERED** throughout the curriculum.

This assessment will be administered again after all modules have been completed.

Sample Problems

DIRECTIONS: Work out each of the following problems and write your answer in the space provided. If a diagram is given, the problem will be stated immediately after the diagram. You may use the space to the right of the page for your scratch work. Use the back of the sheet if you need additional space.

EXAMPLE A: Total the number of loaves of bread:

59 loaves of white bread

113 loaves of wheat bread

Answer: 172 loaves total

EXAMPLE B:

What is the first step in solving a problem?

Recognize and define the problem.

EXAMPLE C:

Sylvia is able to prepare 4 lasagnas in 15 minutes.

How many lasagnas can Sylvia prepare in 2 hours?

Answer: 16 lasagnas every hour \times 2 hours = 32 lasagnas.

Work as rapidly as you can.

Do not turn the page until you are told to.

Skills Assessment

Customer Service, Communicating in a Cooperative Workplace, Reading Skills

1. **True or False:** Flexibility is determined in an individual by their attitude.
2. **True or False:** When students ask you to repeat how much they should pay for their lunch, two-way communication has taken place.
3. **True or False:** The term “scald” has different meanings in different situations. “To heat just below boiling” is an example of its common sense definition.
4. Define communication.
5. Circle the number before each strategy if it will help you remember what you read.
 1. Understanding the purpose of your reading.
 2. Read as quickly as possible without thinking about what you have read.
 3. Focus on the overall meaning of the text to determine the main point or points.
 4. Apply what you have read.
6. **True or False:** When following a recipe, it is important to read all the instructions before starting to cook.
7. **True or False:** When a particular task stumps you, you should concentrate on it until you complete the task no matter how long it takes you.
8. **True or False:** The best way to determine the root cause of a problem is to ask questions.

(Skills Assessment Continued)

Number Recognition

9. A pizza, when sliced correctly, has 12 slices in it. The one in the 12 is in what place value position?

- a. Ones b. Tens c. Hundreds

10. There are 3,725 students at your school. Identify the place value position of each number.

3 7 2 5

11. Write the following words as numbers:

four hundred fifty six

two million three hundred forty thousand one hundred

12. Write the following numbers as words:

87.45

16.032

Rounding and Estimating

13. Round the following items to the nearest ten:

426 cans of apple juice

36 baking pans

14. Round the following items to the nearest thousandth:

698.0326 pounds of chicken

5.12397 pounds of bananas

Skills Assessment Continued)

15. Estimate the total cost of Justin's breakfast if he purchased:
One orange for \$.69
Two slices of French toast for \$2.87
One carton of milk for \$1.04
Justin owes approximately \$_____.
16. If Justin handed you \$20, approximately how much would you owe him in change?

Whole Numbers

17. In cold storage you have:
22 pounds of beef
47 pounds of fish
1010 pound of chicken
What is the total amount of beef, fish and chicken you have in storage?
18. Carolyn has 743 pounds of cabbage in storage. For lunch she used 231 pounds for coleslaw. How much cabbage does she have in storage now?
19. You receive a shipment of 144 loaves of bread. You use 12 loaves of bread each day. How many days worth of bread do you have?
20. You are planning on preparing blueberry mini-muffins for breakfast on Friday. Each student should get three mini-muffins. You are expecting 435 students for breakfast on Friday...how many muffins do you prepare?

Measurement

21. How many cups are in 2 gallons of milk?

22. How many ounces are in $\frac{1}{2}$ pound?

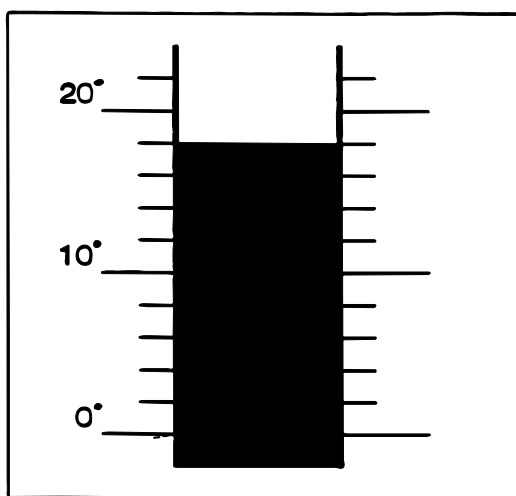
23. For the following indicate if the measurements are greater than ($>$), less than ($<$), or equal ($=$) to each other.

2 quarts 1 pint _____ 6 pints

3 cups _____ 2 pints

3 gallons 4 quarts _____ 4 gallons

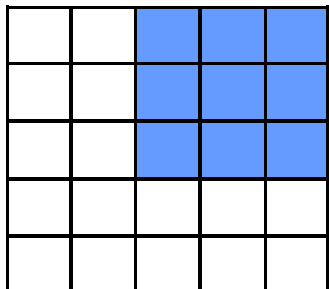
24. Using the thermometer shown in the illustration, what temperature would be shown if the temperature rose 7 degrees?

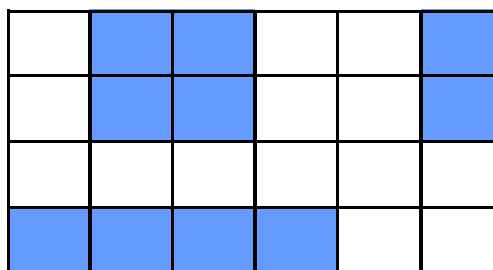


(Skills Assessment Continued)

Fractions

25. The following represent cakes of cornbread. The shaded blocks represent how many pieces of cornbread have been used. Write the fraction that represents this.





26. Reduce the following fractions to their lowest terms:

6/8 of an orange _____ 14/12 of a pizza _____

27. Which of these two numbers from above represents the smaller amount?

Decimals

28. For lunch Amy buys an apple for \$.56, a chicken sandwich for \$2.15, a bag of pretzels for \$.88 and a drink for \$1.05. How much does Amy owe for her lunch?

29. Using the same numbers from above, if Amy hands you \$5.00, how much do you owe her in change?

(Skills Assessment Continued)

30. You have 7 cans of green beans. Each contains 14.75 ounces of vegetables.
How many ounces of green beans do you have?

31. Using the numbers from above, if you use 29.5 ounces to make a green bean casserole, how many casseroles can you make?



Customer Service



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CUSTOMER SERVICE

OBJECTIVES

1. Recognize the importance of attitude on the work environment.
2. Understand the steps to developing positive work attitudes.
3. Understand the relationship between good work attitudes and good customer service.
4. Demonstrate good customer service.



Communicating in a Cooperative Workplace



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COMMUNICATING IN A COOPERATIVE WORKPLACE

OBJECTIVES

1. Understand the communication cycle.
2. Realize the importance of listening well.
3. Use effective communication techniques.
4. Consider coworkers as team members.
5. Understand strategies for establishing a cooperative workplace.

COMMUNICATION SKILLS ASSESSMENT



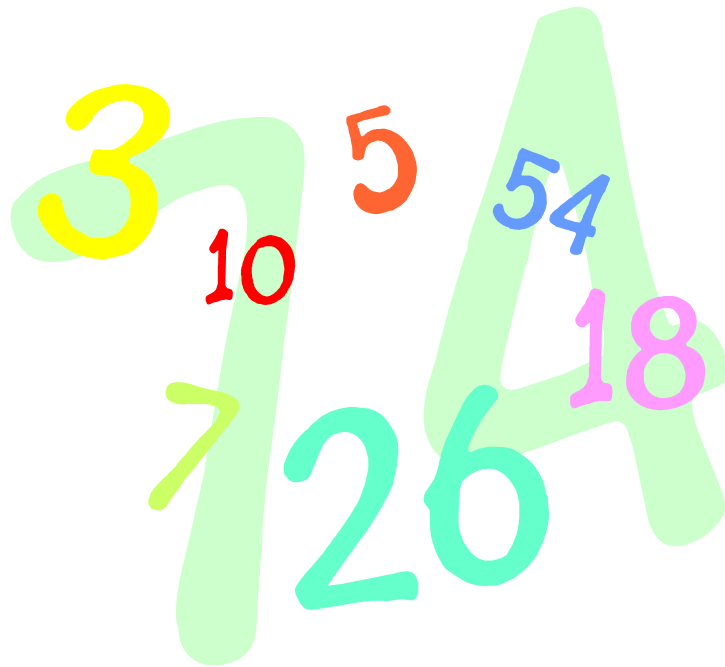
Directions: Circle the number that most closely relates to how often you demonstrate the described behavior.

1 = never
2 = sometimes
3 = often
4 = frequently
5 = always

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1 | I listen, repeat, and clarify information. | 1 | 2 | 3 | 4 | 5 |
| 2 | I encourage others to express their ideas, opinions, disagreements, and feelings. | 1 | 2 | 3 | 4 | 5 |
| 3 | I use communications as a way to develop a climate of trust. | 1 | 2 | 3 | 4 | 5 |
| 4 | I put myself in the speaker's place to understand the message better. | 1 | 2 | 3 | 4 | 5 |
| 5 | I listen with an open mind to people whose ideas or opinions differ from my own. | 1 | 2 | 3 | 4 | 5 |
| 6 | I am able to control my emotions when listening or speaking. | 1 | 2 | 3 | 4 | 5 |
| 7 | I do not interrupt while others are speaking. | 1 | 2 | 3 | 4 | 5 |
| 8 | I can readily make the transition from speaker to listener. | 1 | 2 | 3 | 4 | 5 |
| 9 | I control my body language, vocal and facial expression. | 1 | 2 | 3 | 4 | 5 |
| 10 | I freely share information with other team members. | 1 | 2 | 3 | 4 | 5 |



Number Recognition



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NUMBER RECOGNITION

OBJECTIVES

1. Understand the place value system.
2. Demonstrate accurate recording of numerical information using place value charts.
3. Effectively communicate numerical information to classmates.

Place Value Chart

| Ten millions | Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones | And | Tenths | Hundredths | Thousandths | Ten Thousandths |
|--------------|----------|-------------------|---------------|-----------|----------|------|------|-----|--------|------------|-------------|-----------------|
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Number Recognition Worksheet

Answer the following questions using the recipe below.

Tropical Apples

| Ingredients | 100 servings | | Directions |
|-----------------------------|--------------|----------------------|--|
| | Weights | Measures | |
| Apples, Canned, Sliced | | 4 #10 cans | 1. Pour one can of apples into each of 4 pans – 12x20x2 inches. |
| Sugar | 5 lb. | $\frac{3}{4}$ gal. | 2. Mix together sugar and flour. Stir into butter or margarine. |
| Flour | 12 oz. | 3 cups | 3. Add juices and lemon rind. Cook until clear. Add food coloring. |
| Butter or Margarine, Melted | 2 lb. | 1 qt. | 4. Pour about 1 qt sauce over apples in each pan. |
| Orange Juice | | 3 cups | 5. Bake at 350°F for 30 minutes. |
| Lemon Juice | | 1 cup | |
| Pineapple Juice | | 3 cups | |
| Lemon Rind | 1 oz. | $2\frac{1}{3}$ Tbsp. | |

SERVING: $\frac{1}{2}$ cup – provides $\frac{1}{2}$ cup fruit.

VARIATION:

TROPICAL PEARS – Use 6 #10 cans diced pears, drained. Follow basic recipe.

- Write out, in words, how many ounces of flour it takes to make 100 servings of Tropical Apples.

- If you were to use this recipe with pears, how many cans of pears would you use?

- The ingredients are to be baked at 350 degrees. Identify the place value position of each number.

3 _____ 5 _____ 0 _____

- Write the following words as numbers:

six hundred fifty nine students _____

twenty nine cans of apples _____

- This recipe makes 100 servings. What place value position is the one in?

a. Ones b. Tens c. Hundreds d. Thousands



Rounding and Estimating



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ROUNDING AND ESTIMATING

OBJECTIVES

1. Explain the concept of rounding and estimating.
2. Give examples of how they use rounding and estimating both on and off the job.
3. Identify a number line as a way of expressing how to estimate and round numbers.

Place Value Chart

| Ten millions | Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones | And | Tenths | Hundredths | Thousandths | Ten Thousandths |
|--------------|----------|-------------------|---------------|-----------|----------|------|------|-----|--------|------------|-------------|-----------------|
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Rounding And Estimating Practice

Skill Application

1. A recipe for yeast rolls yields 200 servings. Round the number of students shown below to the nearest hundred in order to determine if the recipe needs to be changed to yield more servings.

| | |
|-----|-----|
| 183 | 349 |
| 215 | 379 |
| 250 | 398 |
| 263 | 407 |
| 289 | 451 |

2. You are buying a CD from a department store. The total price of the CD is \$13.83. You give the clerk a twenty. Estimate the amount of change you should receive by using rounding and estimating skills.
3. You earn \$6.85 per hour. Your normal work week is 21 hours long. What is your estimated income with no deductions?

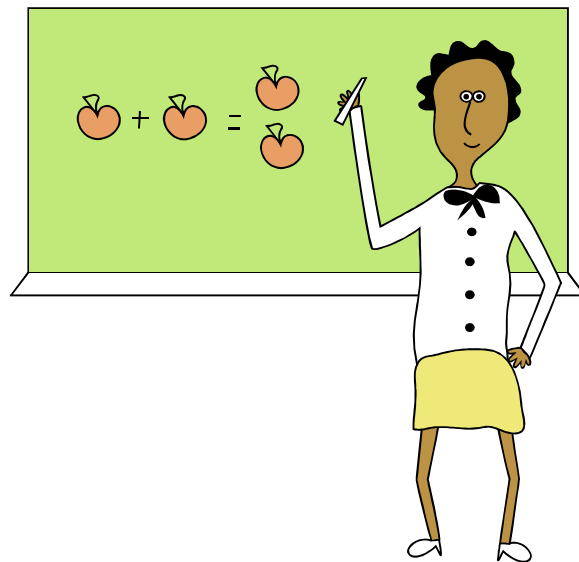
Rounding And Estimating Practice

4. A student buys a small salad for \$1.00 and 1 breadstick for 75 cents, in addition to the \$1.30 meal combo for the day. Using estimation, would you determine the total to be \$2.00, \$3.00, or \$4.00?

5. Approximately 600 students will be served on a typical day. However, today 218 students will miss lunch due to a field trip. If the recipe for lasagna serves 200, how many recipes should be prepared to feed the number of students anticipated? Use estimation to determine your answer.



Operations with Whole Numbers



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OPERATIONS WITH WHOLE NUMBERS

OBJECTIVES

1. Demonstrate the use of basic operations such as addition, subtraction, multiplication, and division.
2. Apply these basic operations to practice exercises.

Adding Whole Numbers

To add two or more numbers

- add from right to left beginning with the ones column
- regroup (carry) as needed.

$$\begin{array}{r} 378 \\ + 295 \\ \hline \end{array}$$

Subtracting Whole Numbers

To subtract two numbers:

1. Subtract from right to left beginning with the ones column.
2. Regroup as needed. Regrouping is also called borrowing.

$$\begin{array}{r} 86 \\ - 37 \\ \hline \end{array}$$

APPLIED PRACTICE

The examples below apply the skills of addition and subtraction of whole numbers to workplace situations. Use the appropriate mathematical operation to find the correct answer.

1. A recipe calls for the following canned goods:

11 cans of green beans
8 cans of corn
10 cans of tomatoes

How many cans of product are used in the recipe?

2. You have been scheduled to prepare eighteen bag lunches for each day this week. On Thursday you learn that one group of 5 students will not need to be served. How many bag lunches should be prepared on Thursday?

3. A salad uses the following ingredients:

24 apples
16 bananas
12 oranges

How many pieces of fruit are needed?

4. Thirty boxes of chicken nuggets were delivered at the first of the month. The usage so far this month is as follows: 9 boxes used during week 1; 7 boxes used during week 2; 8 boxes used during week 3. How many boxes are left for the remainder of the month?

Multiplying Whole Numbers

To multiply two or more numbers:

- multiply from right to left, starting with the ones
- regroup (carry) as needed
- use zeros for place holders if it is helpful.

$$\begin{array}{r} 421 \\ \times 47 \\ \hline \end{array}$$

Multiplication Table

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|----|----|----|
|---|---|---|---|---|---|---|---|---|----|----|----|

| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

Dividing Whole Numbers

To divide, follow these steps:

- divide
- multiply
- subtract
- compare
- bring down the next digit

Divide 69 by 3.

APPLIED PRACTICE

The examples below apply the skills of multiplication and division of whole numbers to workplace situations. Use the appropriate mathematical operation to find the correct answer.

1. You have been asked to prepare three batches of the recipe for rolls. Each batch calls for the use of 2 quarts of flour and 3 cups of sugar. What is the total amount of flour to be used? What is the total amount of sugar to be used?
2. A total of 580 students are to be served lunches today. There are 5 lunch shifts planned. If each shift had the same number of students, how many would be scheduled for each shift?
3. The recipe shown here serves 100. If 400 students are to be served, how many cans of apples will be needed? How many cups of Orange Juice? Lemon Juice? Pineapple Juice?

TROPICAL APPLES INGREDIENTS

| | |
|-----------------|------------|
| CANNED APPLES | 4 #10 CANS |
| SUGAR | 3/4 GAL |
| FLOUR | 3 1 QT |
| ORANGE JUICE | 3 CUPS |
| LEMON JUICE | 1 CUP |
| PINEAPPLE JUICE | 3 CUPS |
| LEMON RIND | 2 1/3 |
| FOOD COLORING | 1/2 TSP |

4. If a pan of brownies serves 48, how many pans need to be prepared in order to provide 432 servings?



Fractions



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FRACTIONS

OBJECTIVES

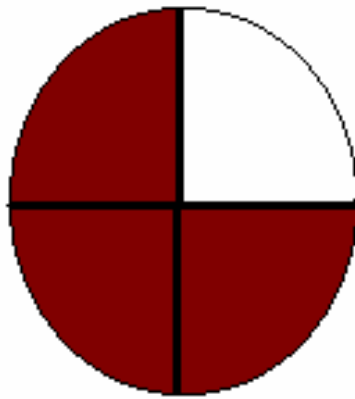
1. Compute basic mathematics operations with fractions.
2. Realize the need to know fractions and how to apply them in their personal lives and in the workplace.

What Are Fractions?

numerator -- how many parts you have

denominator -- how many parts in the whole

$$\frac{3}{4} \quad \begin{array}{l} \text{Numerator} \\ \text{Denominator} \end{array}$$



The three tells what part of the figure is shaded. The four tells you that the whole figure is divided into 4 equal parts.

Proper fraction - The numerator is less than the denominator. **Example:**

$1/4$, $3/12$, $1/2$

Improper fraction - The numerator is equal to or larger than the denominator.

Example:

$8/7$, $8/8$, $9/4$

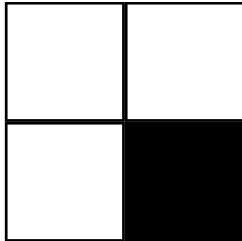
Mixed number - A whole number is written next to a proper fraction. **Example:**

$1 \frac{4}{5}$, $3 \frac{1}{2}$, $10 \frac{1}{4}$

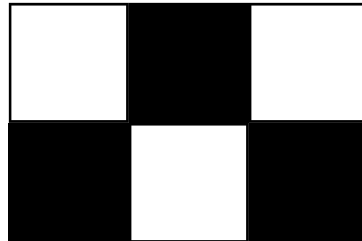
APPLICATION EXERCISE

Write the fraction that represents the shaded part of each figure. Indicate which number is the numerator and which number is the denominator

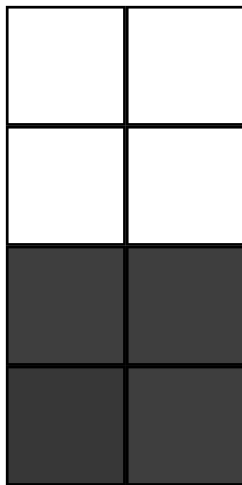
1. _____



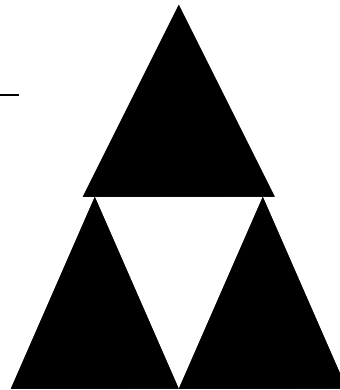
2. _____



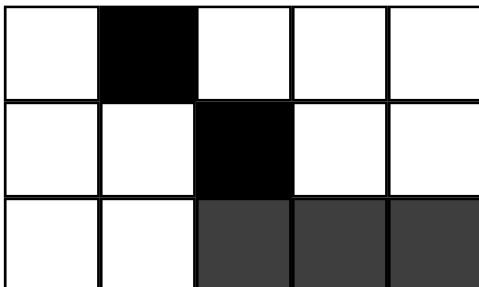
3. _____



4. _____



5. _____



Pasta Salad

Vegetable-Bread Alternate Salads and Salad Dressings E-8

| Ingredients | 50 Servings | | 100 Servings | | For Servings |
|--|----------------|---------------|---------------|--------------|--------------|
| | Weight | Measure | Weight | Measure | |
| Water | 1 ¼ gal..... | | 2 ½ gal..... | | |
| Salt | | 2 Tbsp..... | | ¼ cup..... | |
| Pasta spirals or shells | 1 lb 8 oz. | 2 qt..... | 3 lb..... | 1 gal..... | |
| Frozen mixed vegetables, thawed and drained . . . | 2 lb..... | 1 ¼ qt..... | 4 lb..... | 2 ½ qt..... | |
| OR | | | OR | | |
| Canned mixed vegetables, drained | 1 lb 10 oz. | 1 qt ½ cup... | 3 lb 5 oz. | ¾ No. 10 can | |
| Frozen chopped broccoli, thawed and drained..... | 1 lb 6 oz..... | ¾ cups..... | 2 lb 12 oz... | 1 qt ¾ cups | |
| Black or white pepper..... | | 1 tsp..... | | 2 tsp..... | |
| Italian Dressing (see E-15) | | 2 cups..... | | 1 qt..... | |

DIRECTIONS

1. Heat water to rolling boil. Add salt.
2. Slowly add pasta spirals or shells while stirring constantly until water boils again. Cook for 8-10 minutes. DO NOT OVERCOOK. Drain well.
3. Add mixed vegetables, broccoli, and pepper. Shake dressing. Pour over pasta and vegetables. Toss lightly to combine and coat evenly.
4. Cover. Refrigerate until ready to serve.
5. Mix lightly before serving.
6. Portion with No. 10 scoop (¾ cup).

SERVING: ¾ cup (No. 10 scoop) provides ⅛ cup of vegetable and ½ serving of bread alternate.

YIELD: 50 servings: about 1 ¼ gallons

100 servings: about 2 ½ gallons

Nutrients Per Serving

| | | |
|----------------------|------------------------------|----------------------|
| Calories.....113 | Vitamin A.....118 RE/1181 IU | Iron.....0.6 mg |
| Protein.....2 g | Vitamin C.....9.4 mg | Calcium.....17 mg |
| Carbohydrate...11 g | Thiamin.....0.06 mg | Phosphorus.....35 mg |
| Fat.....7 g | Riboflavin.....0.04 mg | Potassium.....91 mg |
| Cholesterol.....0 mg | Niacin.....0.66 mg | Sodium.....330 mg |

Steps to Reduce Fractions

Reduce $15/20$.

Step 1. Determine if the numerator will divide evenly into the denominator. If it does, this can bring you quickly to the simplest form. Will 15 divide evenly into 20?

$$15 \text{ divided by } 20 = ???$$

Step 2. Find a number that will divide evenly into the numerator and the denominator.

$$15 \text{ divided by } \underline{\quad} = \underline{\quad}$$

$$20 \text{ divided by } \underline{\quad} = \underline{\quad}$$

Step 3. Check to see if another number will go evenly into the numerator and denominator, other than the number itself.

$$3 \text{ divided by } \underline{\quad} = \underline{\quad}$$

$$4 \text{ divided by } \underline{\quad} = \underline{\quad}$$

$15/20$ reduces to:

Reduce $48/64$.

Reduce $20/30$

Reduce $18/36$.

Reduce $300/500$

Reduce $20/30$..

RAISING FRACTIONS TO HIGHER TERMS

Raise $\frac{2}{5}$ to 20ths.

Step 1. Divide the old denominator (5) into the new one (20).

$$20/5 = \underline{\hspace{2cm}}$$

Step 2. Multiply the answer by the current numerator and current denominator

$$\frac{2 \times \underline{\hspace{1cm}}}{\underline{\hspace{2cm}}} = \underline{\hspace{2cm}}$$

$$5 \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

Step 3. Check your answer by reducing it to its lowest terms.



Learning Fractions with M&Ms

How many M&Ms do you have total? _____

How many green M&Ms do you have? _____

What fraction does this represent? _____

Red _____

Fraction: _____

Orange _____

Fraction: _____

Blue _____

Fraction: _____

Brown _____

Fraction: _____

Yellow _____

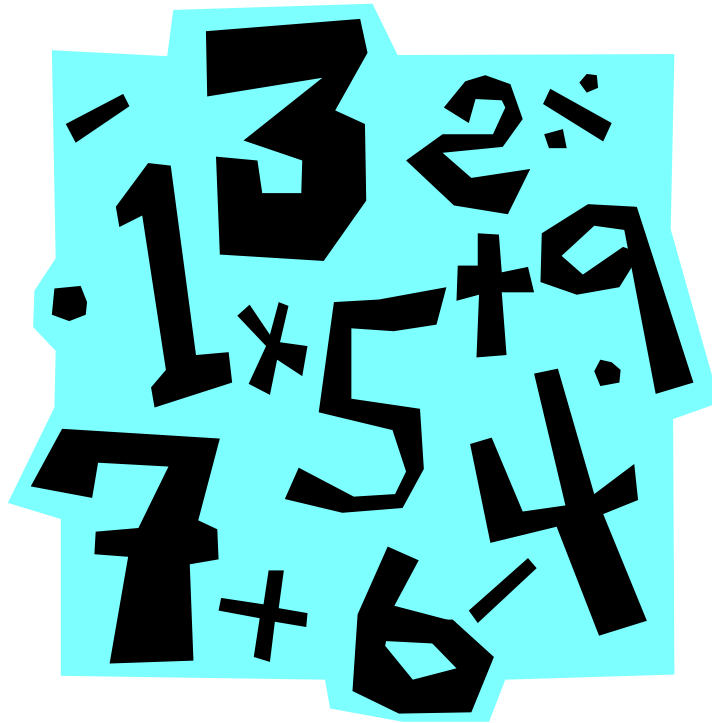
Fraction: _____

Compare with your neighbor and explain what fractions you found for each color.

Now eat up and enjoy!!!!



Decimals



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DECIMALS

OBJECTIVES

1. Define terms associated with decimals.
2. Give examples of how decimals are used on and off the job.
3. Explain how to read a decimal.
4. Perform operations and calculations using decimals.
5. Convert fractions to decimals.

Adding Decimals Numbers

To add decimals:

- place the numbers in a column and line up the decimals
- use zeros as place holders if necessary
- add the columns
- place a decimal in the answer (sum) directly below the decimals in the problem.

Example: add $3.243 + 2 =$

Multiplying Decimals

To multiply decimals:

- multiply the numbers
- count the total numbers of decimals in the multiplicand and the multiplier
- transfer that number of decimal places to the product, counting from the right (ones column).

Example: multiply 8.25×4.9

Dividing Decimals

To divide a decimal by a whole number:

- place a decimal in the quotient directly above its position in the dividend
- use zeros for place holders if necessary.

To divide a decimal by a decimal:

- Change the divisor to a whole number by moving the decimal to the far right.
- Move the decimal in the dividend an equal number of spaces to the right. Add zeros as necessary.

$$\begin{array}{r} 0.03 \overline{) 7.92} \\ \end{array}$$

$$\begin{array}{r} 0.03 \overline{) 7.92} \\ \end{array}$$

Applied Practice

Using the recipe for Beefaroni, answer the questions below.

Beefaroni

| Ingredients | 100 servings | | Directions |
|------------------------------|---------------------|---------------------|---|
| | Weights | Measures | |
| Ground Beef | 14 lb | | 1. Cook beef, onion, celery, green pepper, salt and until beef is brown. |
| Onion, Chopped | 1 lb 2 oz | 3 cups | |
| Celery, Chopped | 12½ oz | 3 cups | |
| Green Pepper, | 13½ oz | 2 cups | |
| Chopped | | | |
| Salt | 2¾ oz | ¼ cup | |
| Pepper | | 3 Tbsp | |
| Tomatoes | | ⅔ #10 can | 2. Add tomatoes and paste. |
| Tomato Paste | | 1½ qts | |
| Macaroni, Uncooked | 4 lb | | 3. Cook macaroni and drain. 4. Add macaroni to meat mixture. 5. Portion into 2 pans – 12x20x4 inches. |
| Salt | | 2 Tbsp | |
| Water, Boiling | | 4 gals | |
| Cheese, Shredded | 3 lb | | 6. Top with shredded cheese. 7. Bake at 400°F for 15 minutes. 8. Use a #8 scoop to provide a ½ cup serving. |
| | | | |

SERVING: ½ cup – provides the equivalent of a 2 ounce serving of cooked lean meat and ¾ bread equivalent.

1. Convert the weight for chopped celery to a decimal.
2. Your manager instructs you to add .25 qts of tomato paste in addition to what the recipe calls for. How much do you need in total?
3. If you have 10.25 lbs of cheese in stock, how much will you have left over after you make this recipe?
4. You need 13.5 oz of green pepper for this recipe. You already have green peppers chopped and decided into piles of 3 oz each. How many 3 oz piles will you need to use?



Measurement



January 2001

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MEASUREMENT

OBJECTIVES

1. Identify units of measurement and their abbreviations used in food preparation
2. Understand equivalents in measurement
3. Identify equipment used for measurement
4. Know correct measuring techniques

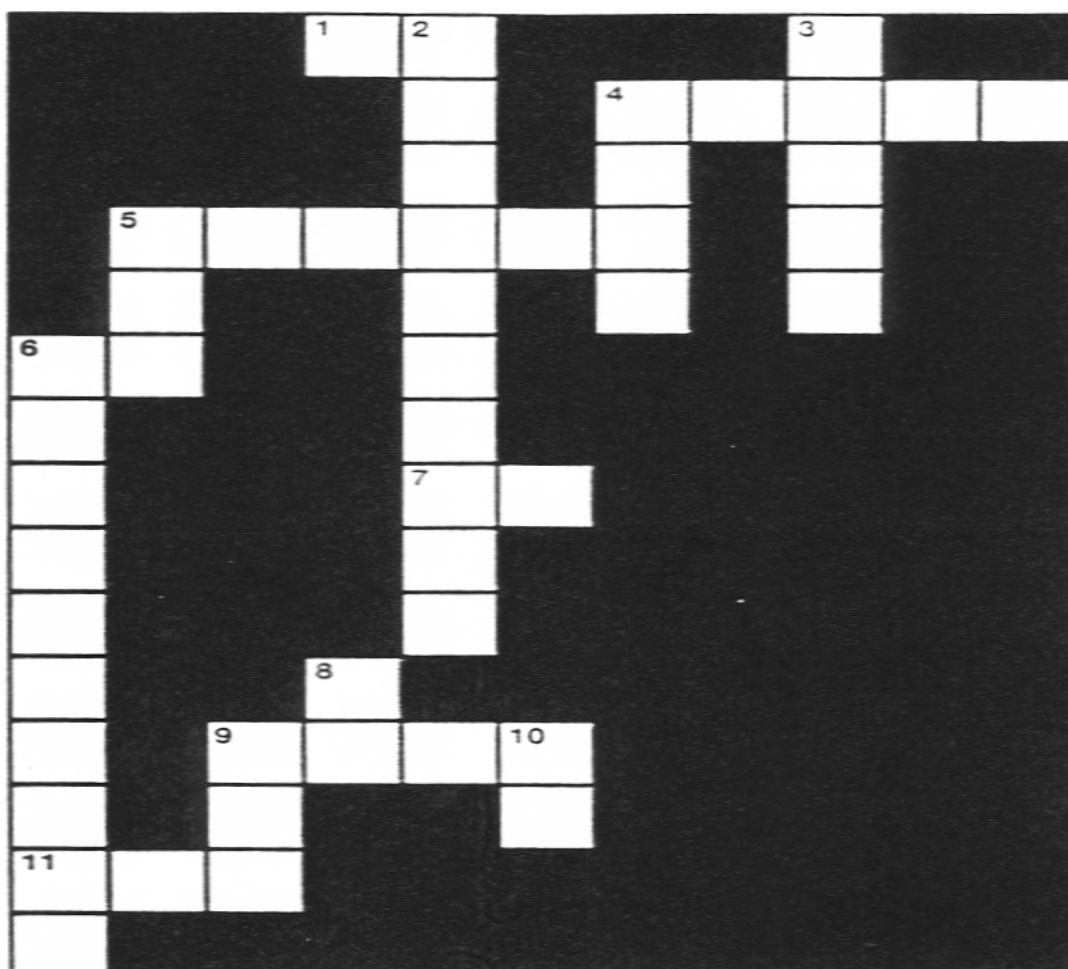
Common Abbreviations

| | | |
|---------------|---|-------------|
| teaspoon | = | t. or tsp. |
| tablespoon | = | T. or Tbsp. |
| cup | = | c. |
| pint | = | pt. |
| quart | = | qt. |
| gallon | = | gal. |
| ounce * | = | oz. |
| pound | = | lb. or # |
| fluid ounce * | = | fl. oz |
| number | = | no. |
| weight | = | wt. |

*(*An ounce is weight and a fluid ounce is volume.)*

degree Fahrenheit = F.

Abbreviations and Equivalents Crossword Puzzle



Across

1. quart
4. 16 ounces
5. 4 quarts, 16 cups or 128 fluid ounces
6. fluid
7. ounce
9. tablespoon
11. 16 tablespoons

Down

2. 3 teaspoons
3. 2 pints or 4 cups
4. 16 fluid ounces or 2 cups
5. gallon
6. fl. oz.
8. pound
9. teaspoon
10. pint

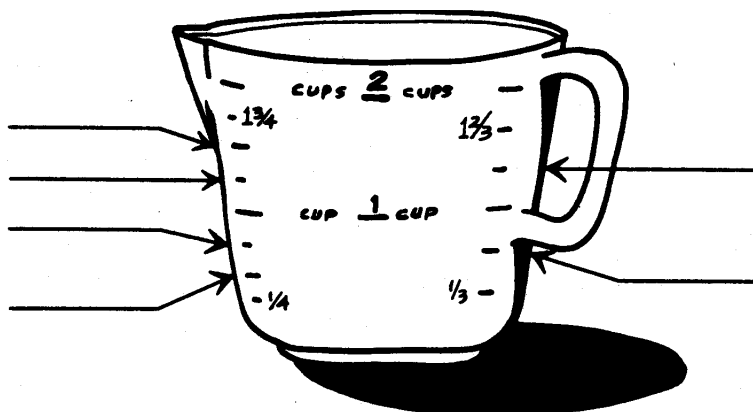
(From "ONE", Orientation for New Employees, developed by the School and Community Nutrition Program, Georgia State Dept. of Education)

Reading A Measuring Cup

Fill in the measurements next to the correct lines.

$\frac{1}{2}$ $\frac{2}{3}$ $\frac{3}{4}$

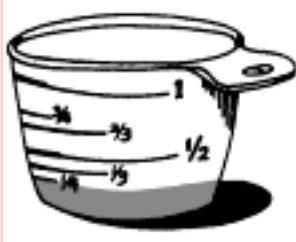
$1 \frac{1}{4}$ $1 \frac{1}{3}$ $1 \frac{1}{2}$



Fill in the blanks to indicate the amount shown in each picture.



onions



relish



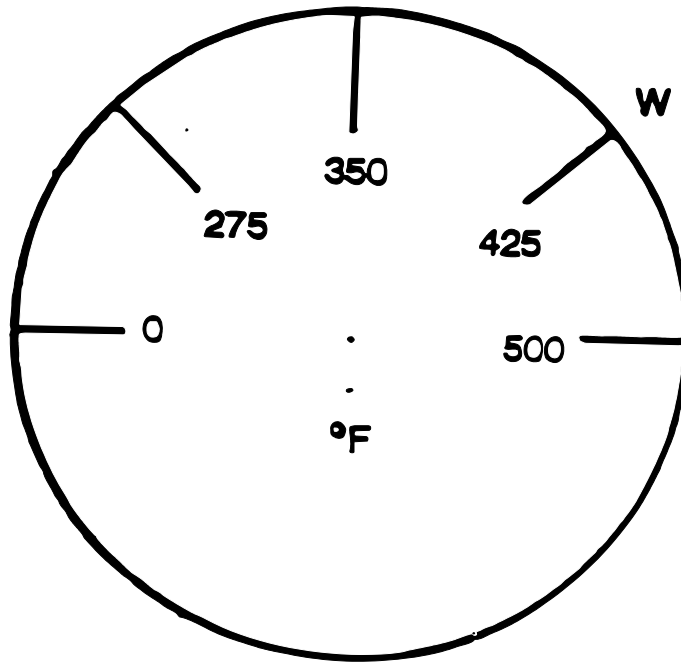
tuna fish



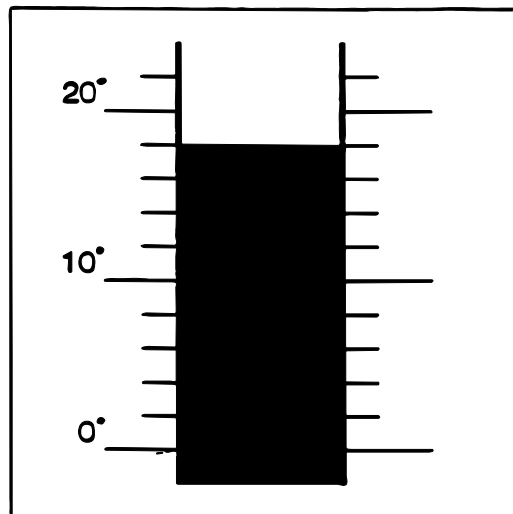
mayonnaise

SKILL APPLICATION EXERCISES

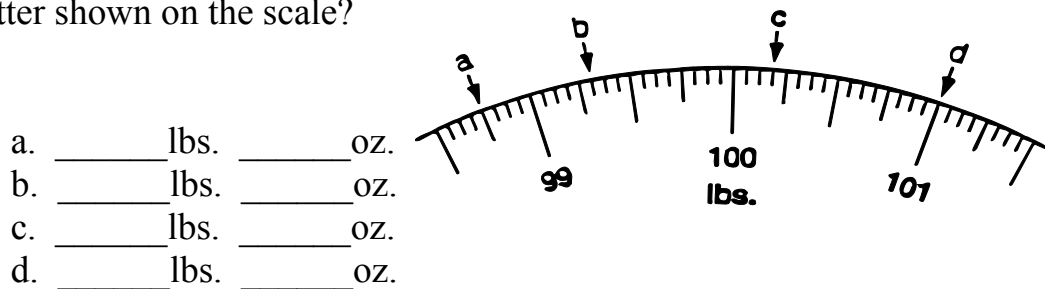
1. Using the picture of an oven temperature dial, what is the temperature for the letter "W"? _____



2. Using the thermometer shown in the illustration, what temperature would be shown if the temperature fell 7 degrees?



3. The scale shows the amount of flour used in the kitchen over four consecutive weeks. What is the amount of usage for each letter shown on the scale?

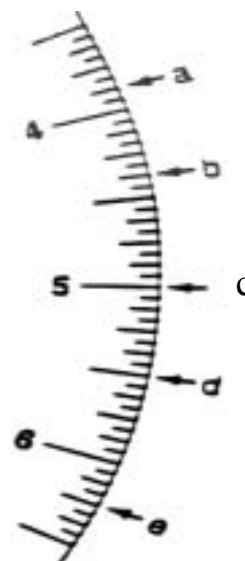


4. Since a pound can be divided into 16 ounces, many scales will show these 16 divisions. What are the equivalents (in fractional parts of a pound) for each of the following:

$$\begin{aligned} 4/16 \text{ lb.} &= \text{_____ lb.} \\ 8/16 \text{ lb.} &= \text{_____ lb.} \\ 12/16 \text{ lb.} &= \text{_____ lb.} \end{aligned}$$

5. Read the scale shown to find the marked values for each of the following: (write as fractional parts of a pound)

- a. _____ lb.
 b. _____ lb.
 c. _____ lb.
 d. _____ lb.
 e. _____ lb.

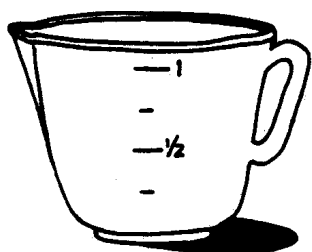


6. You were directed by the manager to add more meat to a recipe you are preparing. The original amount called for in the recipe was 3 lb. 2 oz. You need to add 2 lbs. 14 oz. What is the total amount of meat that will now be in the recipe? _____

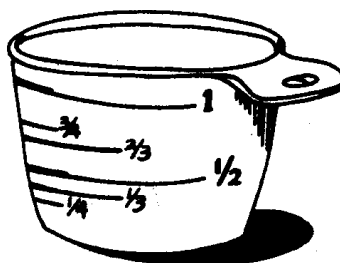
7. Match the equivalent measurements in the following list:

- | | |
|--------------------------|----------------------|
| _____ (1) 3 teaspoons | A. 1 quart |
| _____ (2) 2 pints | B. 32 ounces |
| _____ (3) 4 tablespoons | C. 1 tablespoon |
| _____ (4) 1 quart | D. $\frac{1}{4}$ cup |
| _____ (5) 8 tablespoons | E. 1 cup |
| _____ (6) 4 quarts | F. 1 pint |
| _____ (7) 16 tablespoons | G. $\frac{1}{2}$ cup |
| _____ (8) 2 cups | H. 1 gallon |

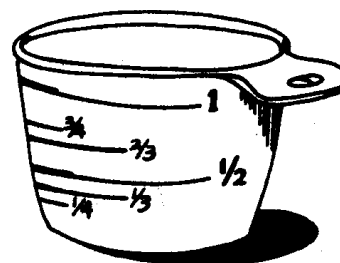
8. Shade the measuring cups to show the amounts indicated:



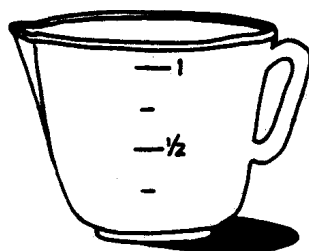
A) $\frac{3}{4}$ cup



B) $\frac{1}{3}$ cup



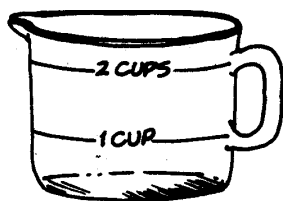
C) $\frac{2}{3}$ cup



D) $\frac{1}{2}$ cup

9. Which of these measurements (from question 8) is the same as: (Answer A,B,C or D)
4 ounces? _____

6 ounces? _____



10. Jack needs 3 cups of flour to make bread. How many times will he need to fill up this measuring cup? _____

11. Compare the following measurements and show if the compared amounts are greater than ($>$), less than ($<$), or equal ($=$) to each other. The first example is completed for you as a sample.

(1) 3 cups $>$ 21 fluid ounces (7) 4 quarts 1 cup \bigcirc 1 gallon

(2) 7 quarts \bigcirc 15 pints (8) 3 gallons 4 quarts \bigcirc 4 gallons

(3) 6 pints \bigcirc 2 gallons (9) 2 pints 6 cups \bigcirc 9 cups

(4) 3 cups \bigcirc 2 pints (10) 2 quarts 1 pint \bigcirc 6 pints

(5) 2 gallons \bigcirc 8 quarts (11) 2 cups \bigcirc 20 fluid ounces

(6) 12 quarts \bigcirc 5 gallons (12) 1 pint 1 cup \bigcirc 20 fluid ounces

12. Your recipe calls for 2 cups and 3 ounces of liquid. Your supervisor has asked you to add 6 ounces of liquid so that this recipe can be used for a special diet. What is the total amount of liquid in the recipe adding the additional liquid?

| 13. Measurement | Ladle Size |
|-------------------|------------|
| $\frac{1}{4}$ cup | 2 oz. |
| $\frac{1}{2}$ cup | 4 oz. |
| 1 cup | 8 oz. |

Which ladle size would be used for each of the following:

| | |
|------------------------------------|-------|
| $\frac{1}{4}$ cup serving of beets | _____ |
| 1 cup of potatoes | _____ |
| $\frac{1}{2}$ cup of rice | _____ |
| $\frac{1}{4}$ cup of carrots | _____ |
| $\frac{1}{2}$ cup of pudding | _____ |
| 1 cup of peaches | _____ |

14. It is often necessary to refer to a can size chart when determining how much of a canned product you need for a recipe. Using the chart shown, which can would you need in each of the following situations?

| | |
|---------------------------------|-------|
| $\frac{3}{4}$ cup of pears | _____ |
| 1 lb. of beans | _____ |
| 12 cups of tomatoes | _____ |
| 1 $\frac{3}{4}$ cups of carrots | _____ |
| 1 cup of broth | _____ |

| Guide to Can Sizes | |
|--------------------|--|
| Can | Size |
| 6 oz. | $\frac{3}{4}$ cup |
| 8 oz. | 1 cup |
| No. 1 | 1 $\frac{1}{4}$ cups or 10 $\frac{1}{2}$ oz |
| No. 300 | 1 $\frac{3}{4}$ cups or 15 $\frac{1}{2}$ oz. |
| No. 303 | 2 cups or 1 lb. |
| 46 oz | 5 $\frac{3}{4}$ cups |



Technical Vocabulary



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TECHNICAL VOCABULARY

OBJECTIVES

1. Understand the concept of “technical “ vocabulary.
2. Use a procedure for defining technical terms.
3. Identify terms that are job-specific and which must be understood for successful job performance.

Cooking Terms and Abbreviations

General Information A-6

Terms Used to Describe Oven Temperatures

| | |
|-------------------------|-----------------|
| Very slow oven..... | 250 and 275 °F |
| Slow oven..... | 300 and 325 °F |
| Moderate oven..... | 350 and 375 ° F |
| Hot oven..... | 400 and 425 °F |
| Very hot oven..... | 450 and 475 °F |
| Extremely hot oven..... | 500 and 525 °F |

Always preheat the oven to the temperature specified in the recipe.

Note: Calibrate ovens regularly and check them often with an oven thermometer to make sure preset temperatures are being reached.

Abbreviations

| | | | |
|--------------|-------------|----------|-------------------|
| tsp..... | teaspoon | wt..... | weight |
| Tbsp..... | tablespoon | No..... | number |
| oz..... | ounce | pkg..... | package |
| fl oz..... | fluid ounce | °F..... | degree Fahrenheit |
| lb or #..... | pound | °C..... | degree Celsius |
| pt..... | pint | x..... | multiply |
| qt..... | quart | ÷..... | divide |

Glossary of Terms for Processes and Methods

| | |
|---------------|---|
| Bake..... | to cook by dry heat, usually in an oven. A suitable cooking method for meat, bread, and many other foods. |
| Barbecue..... | to roast or broil a food which is usually brushed with a highly seasoned sauce. |
| Baste..... | to spoon liquids, sauce, or meat juice over food to keep it moist during cooking and to add flavor. |
| Beat..... | to vigorously mix by hand or with mixing equipment to make the mixture light, fluffy, or smooth. |
| Blend..... | to mix two or more ingredients. |
| Boil..... | to cook rapidly in water or liquid so that bubbles rise and break on the surface. |
| Braise..... | to cook slowly in a covered container with a small amount of liquid or water. A suitable cooking method for less tender meat cuts. |
| Bread..... | to coat food with bread crumbs, cracker crumbs, or flour before cooking. |
| Broil..... | to cook by direct heat from a flame, electric unit, or glowing coals; a suitable cooking method for tender meat cuts. |
| Brown..... | to cook food, generally meat, until it is uniformly brown on all sides. |
| Chill..... | to cool a food with ice water or refrigeration. |
| Chop..... | to cut food into small pieces with a knife or chopping equipment. |
| Combine..... | to mix two or more ingredients together. |
| Cream..... | to work foods (such as shortening and sugar) together with a spoon or mixer, until soft and fluffy or until thoroughly blended. |
| Crumb..... | to cover a food with bread (or cracker) crumbs or to break food, such as bread, into crumbs. |
| Cut in..... | to mix solid fat, such as butter or margarine, into dry ingredients with a cutting motion so that the fat remains in small particles. |
| Dice..... | to cut into small cubes with a knife or chopping equipment. |

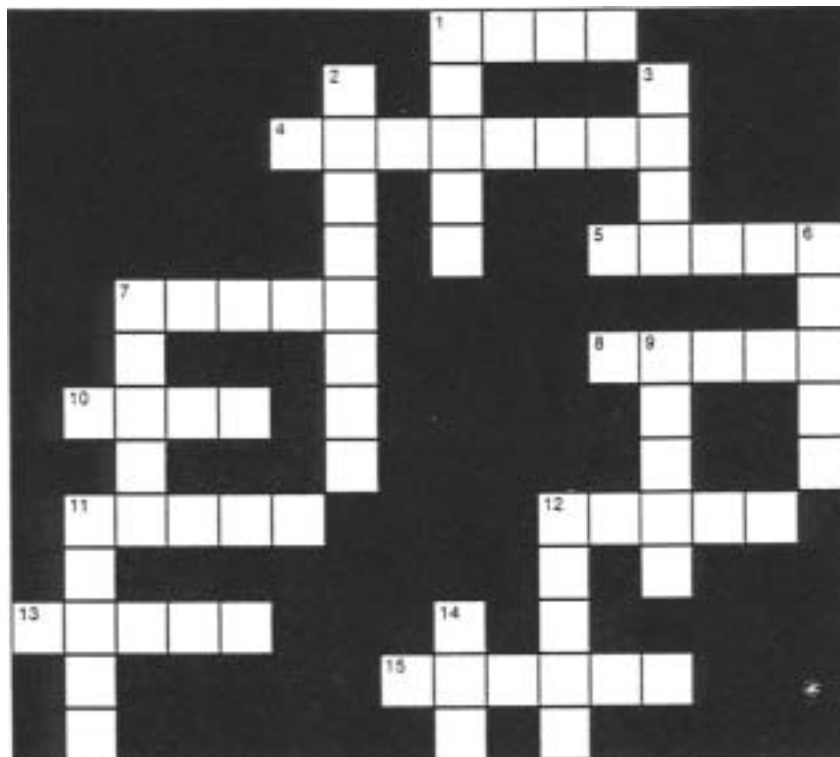
(FROM "ONE", Orientation for New Employees, developed by the School and Community Nutrition Program, Georgia State Dept. of Education)

Cooking Terms and Abbreviations (Continued)

General Information A-6

- Dredge to coat a food by dipping in crumbs. flour, cornmeal, sugar, or other coatings.
- Fold to combine several food ingredients into a mixture by gently turning the mixture, with a minimum of motions, until the Ingredients are blended.
- Fry to cook in fat over heat in a skillet, pan, or griddle, or in a fryer.
- Glaze to coat with a mixture to produce a glossy appearance on the food.
- Grill to cook uncovered over direct heat on a griddle or pan, removing fat as it accumulates.
- Grind to chop or pulverize food, such as meat, into small particles by using a food chopping device or meat grinder.
- Knead to work with dough, such as bread dough, by pressing, folding, and stretching to develop the dough structure.
- Leaven to cause food, such as bread, to rise and increase volume by adding a leavening agent, such as yeast or baking powder.
- Marinate to soak a food, such as meat or vegetables, for a period of time in a sauce with herbs, spices, and condiments to enrich its flavor and/or to tenderize it.
- Melt to turn a solid food into a liquid by heating.
- Mince to finely chop food, such as garlic, into very small pieces.
- Mix to blend or combine two or more foods or ingredients.
- Parboil to boil in water briefly as a preliminary cooking step. May be used with vegetables and meat.
- Pare to thinly trim off the outer covering or skin of a food, such as potatoes.
- Peel to strip off the outer covering of a food, such as oranges.
- Punch down to remove air bubbles from risen yeast dough by pushing the dough down with the fists.
- Reconstitute to bring back a concentrated food, such as a juice concentrate, to the original strength-or a dry food, such as nonfat dry milk, to the original state-by adding liquid.
- Rehydrate to add fluids back into a dried food such as dehydrated onions.
- Roast to cook by dry heat, uncovered, in an oven. A suitable cooking method for tender meat roasts.
- Scald to heat a liquid, such as milk, to a temperature just below the boiling point. Tiny bubbles will appear around the edge of the pan.
- Shred to cut or grate foods into narrow strips.
- Simmer to cook in liquid that is kept just below the boiling point.
- Slice to cut a food with a knife or slicing equipment.
- Steam to cook food in steam generated by boiling water or in steam equipment.
- Stir to mix ingredients with a circular motion without beating.
- Whip to rapidly beat a food, such as eggs or cream, incorporating air to lighten the mixture and to increase its volume. Usually whipping is done with a whisk, fork, or mixing equipment.

(FROM "ONE", Orientation for New Employees, developed by the School and Community Nutrition Program, Georgia State dept. of Education)



ACROSS

1. Cut into small pieces with knife or equipment
4. Soak food to tenderize and/or increase flavor
5. Cook in steam made by equipment or boiling water
7. Coat to produce a glossy appearance on food
8. Cook until food is uniformly brown on all sides
10. Cut into small cubes with knife or equipment
11. Cut food with knife or slicer
12. Spoon liquids over food to keep it moist
13. Chop or pulverize into small particles
15. Use covered container with small amount of liquid

DOWN

1. Cool a food with ice water or refrigeration
2. Brush roasted or broiled meat with sauce
3. Turn a solid food into liquid by heating
6. Finely chop food into very small pieces
7. Cook uncovered over direct heat, removing fat
9. Cook by dry heat, uncovered, in an oven
11. Cut or grate food into narrow strips
12. Cook by direct heat from a flame or coals
14. Cook in fat over heat in a fryer or skillet

(From "ONE" Orientation for New Employees, developed by the School and Community Nutrition Program, Georgia State Dept. of Education)



Reading for Information



January 2001

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READING FOR INFORMATION

OBJECTIVES

1. Understand strategies for improving individual reading skills.
2. Identify the strategies for building reading comprehension skills.
3. Apply reading comprehension skills to informational materials found in the workplace.

READING FOR MAIN IDEAS

1. (A) Not long ago, the job of supervisor was to direct and control the work activities of his or her subordinates. (B) He or she scheduled vacations, doled out overtime, trained new employees, conducted performance reviews, and, in general, saw to it that the work of a department got done. (C) But the role of the supervisor is changing. (D) With an increasing number of organizations using work teams to organize and virtually run their own mini-factories, the new breed of supervisor is better defined as leader, coach, facilitator, or technical resource.

2. (A) A stress test has several benefits for patients recovering from heart attacks. (B) It can help determine proper activity levels for work and exercise. (C) It can identify those at risk for another attack. (D) And it can measure the effectiveness of medications.

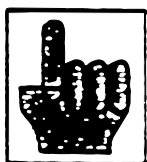
3. (A) No one food group is more important than the others. (B) A good start to healthy eating is to start with plenty of breads, cereals, rice, pasta, fruits and vegetables. (C) But each of the food groups provide some of the nutrients you need. (D) The Food Guide Pyramid was designed to help individuals make healthy food choices for eating everyday. (E) Go easy on fats, oils and sweets—the foods listed in the small tip of the pyramid.

Warning for All Aides/Cooks



Protect yourself

Please read these rules
before using the stove.



To protect yourself, use pot holders to pick up hot pots. Do not use towels for this job. Towels do not protect your hands from the heat. They catch fire easily.



To avoid burns, don't drop food into hot oil. Place food in the oil slowly and carefully. Wear cooking gloves to do this job.



Remove pot covers carefully. Lift the lid on the side that is away from you. This allows steam to leave the pot without burning you.

WASH YOUR HANDS

Lather
hands
with soap.

Clean
thoroughly
underneath
fingernails and
between fingers.

Wash hands and
wrists for at
least 20 seconds.

Rinse thoroughly
with clean, hot
water.

Dry hands with
disposable
towels or
under an air
dryer - NEVER
use your apron
or kitchen
towel.



Reading to Follow Directions



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READING TO FOLLOW DIRECTIONS

OBJECTIVES

1. Simplify written directions into small, more manageable pieces.
2. Use more effective measures to read memos, letters and other key documentation found in the workplace.
3. Apply reading skills for following job specific directions.

HEART-HEALTHY LASAGNA

MAIN DISHES

INGREDIENTS

| | 25 Servings | 100 Servings | For _____ Servings |
|-------------------------------|----------------|-----------------|-----------------------|
| Tomato Puree | 2 ¼ cups | 2 ¼ qts. | |
| *Tomato Paste | 3 cups | 3 qts. | |
| Celery, chopped | ½ cup | 1 pt. | |
| Black Pepper | ¼ tsp. | 1 tsp. | |
| Bell Pepper, chopped | ¼ cup | 1 cup | |
| Water | 1 ¼ qt. | 1 ¼ gal. | |
| Sugar | 1 Tbsp. | ¼ cup | |
| Basil | ½ tsp. | 2 tsp. | |
| Oregano | 1 Tbsp. | ¼ cup | |
| Parsley | 2 Tbsp. | ½ cup | |
| Garlic Powder | 1 tsp. | 1 Tbsp., 1 tsp. | |
| *Ground Beef, Extra Lean | 1 ¾ lbs. | 7 lbs. | |
| Onions, chopped | ¾ cup | 1 pt., 1 cup | |
| *Mozzarella Cheese, grated | 1 ½ lbs. | 6 lbs. | |
| Cottage Cheese | 1 ¼ lbs. | 5 lbs. | |
| Lasagna Noodles, uncooked | 1 lb., 2 oz. | 4 ½ lbs. | |

SERVING: 1 serving provides 2 oz. meat/meat alternate, ¾ cup vegetable and ¾ serving bread/bread alternate.

YIELD: 25 servings, one 12" x 20" x 2 ½" steam table pan

100 servings, four 12" x 2 ½" steam table pans

*Commodity food item

INSTRUCTIONS

1. Combine puree, paste, celery, water, sugar and seasonings. Let stand, covered, 24 hours in refrigerator.
2. Brown meat with onions. Drain.
3. Combine meat and sauce.
4. Grate mozzarella cheese. Set aside amount to be used as topping.
5. Pour about 1 quart meat sauce in greased 12" x 20" x 2 ½" steam table pan.
6. Cover with a layer of dry noodles. Repeat layers of sauce, noodles, cheeses, and end with 1 layer of sauce.
7. Sprinkle remaining mozzarella cheese over top.
8. Cover pans tightly with lid or foil and bake 1 hour at 325-350° F.
9. Let stand 15 to 30 minutes before cutting for easier serving.
10. Cut each pan 5 rows x 5 rows.

(From "ONE", Orientation for New Employees, developed by the School and Community Nutrition Program, Georgia State Dept. of Education)

MAJOR EQUIPMENT NEEDS: Convection oven, grater/chopper, tilting skillet or kettle

NUTRIENTS PER SERVING: (Recipe analyzed using part-skim mozzarella cheese.

1% low-fat cottage cheese, and noodles without eggs.)

| | |
|------------------------|-----------------------|
| Calories.....269 | Vitamin A.....1285 IU |
| Protein.....19.3 g. | Vitamin C.....24 mg. |
| Carbohydrate...24.6 g. | Iron.....2.1 mg. |
| Fat.....10.5 g. | Sodium.....269 mg. |
| Cholesterol.....38 mg. | |



Time Management



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TIME MANAGEMENT

OBJECTIVES

1. Recognize the importance of scheduling activities.
2. Identify strategies required in prioritizing and sequencing activities.
3. Identify organizational skills that maintain focus on a plan of action.

A Day in the Kitchen

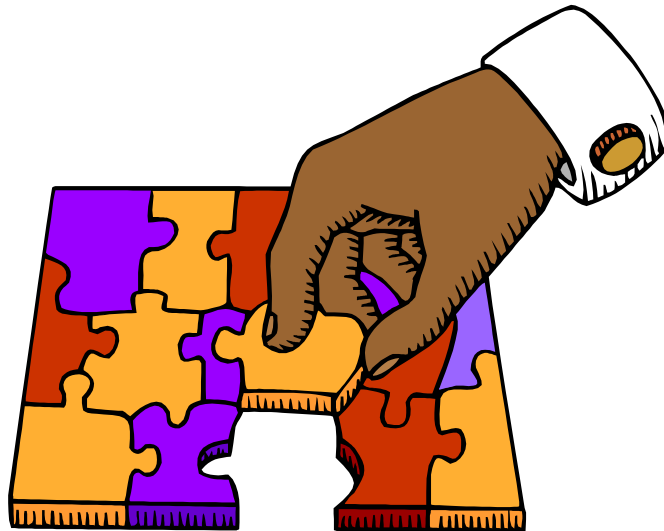
1. Mrs. Jones, the school nutrition manager, comes to work at 7:00 a.m., 30 minutes before Jane and Susie. Mary and Debbie begin their work day at 8:30 a.m.
2. Mrs. Jones arrives at school and begins to make a work schedule for the day. She then remembers that the ovens must be turned on and discovers Jane forgot to put the chicken in the refrigerator on Monday. She hurriedly dumps the chicken in a sink of cold, running water. Then she goes back to complete the work schedule.
3. Jane comes to work at 8:10. Susie calls at 8:15 to report that she is sick. Jane begins to prepare the chicken while Mrs. Jones frantically tries to find a substitute.
4. Mary comes into Mrs. Jones' office when she gets to work to ask what kind of rolls are on the menu for today. She collects some of the ingredients and comes back to the manager's office to ask how many rolls to make.
5. After Debbie goes to the refrigerator to get the cabbage for slaw, she goes to the storage room for the pickle relish and mayonnaise. All of the carts are in use, so she makes four trips to the storage room, because she would rather do that than wait 30 minutes for a cart. She spent five minutes looking for the onions and finally came to ask Jane where they were. Jane didn't know, so they both went to ask the manager.
6. Debbie begins to wash the cabbage and forgets that she has dropped the knife in the sink. She cuts her finger. Although it is not a serious cut, she reports it to the manager who reports it to the School Nutrition Program Director. After the finger is bandaged, Debbie slips on a plastic glove and continues.
7. Mrs. Jones decides to work on her invoices and has them spread out on the desk when a salesman comes in to present the "bargains of the week." He stays for 15 minutes. The substitute reports to work and waits 10 minutes for the manager to finish with the salesman.
8. The substitute is assigned to mix instant potatoes—three pans full. To Mrs. Jones' dismay, at serving time she discovers that the substitute has mixed only enough potatoes for three half pans instead of three full pans.
9. Mary gets a phone call and while she is talking on the phone, she knocks the stack of invoices off the manager's desk. While Mrs. Jones and Mary pick up the invoices, a pan of rolls burns. Mrs. Jones tells Mary to make smaller rolls for the younger students.
10. Debbie misreads the work schedule and opens 16 cans of peaches instead of 10 cans.
11. The substitute asks Mrs. Jones about the cookie on the menu. Mrs. Jones stops working on the invoices and shows her where the cookies were stored when they were made on Tuesday.
12. Finally, at serving time lunch was ready, but the staff was completely exhausted!

Happy Valley Primary Work Schedule

| | | | Menus | |
|---|---|---|---------------------------------|---|
| | | | Today | Tomorrow |
| School: <u>Happy Valley Primary</u> | Notes | | No. to prepare | No. to prepare |
| Date: <u>10/5/94</u> | Take 55# ground pork out of freezer for Friday. | | Fish Krispies (600) | Chicken Salad on |
| Work Day Begins: <u>8:00</u> | Make angel biscuits for Thursday breakfast (Jane) | | Buttered Carrots (600) | Lettuce (600) |
| Food on steam table by: <u>10:50</u> | | | Creamy Coleslaw (600) | Corn on Cob (600) |
| Manager: <u>Sue Blue</u> | Put 13 #10 cans applesauce in cooler for Thursday noon (Jane) | | Cherry Crisp (600) | Tomato Wedges (600) |
| | | | Cornbread (600) | Saltines (1200 pkg.) |
| | | | Milk | Chilled applesauce (600) |
| | | | | |
| April | Mae | June | Jane | Sally |
| Make Cornbread (6 pans) using recipe B-9. Cut 10 x 10 | Prepare 60# frozen carrots using recipe I-1. | Make cherry crisp following C-7a (600). Cut 5 x 10. | Make coleslaw using recipe E-6. | Assist with cherry crisp. |
| Assist with coleslaw. Dish machine. | Assist with fish. Serve fish (1 piece) and ¼ cup carrots. (Use #16 perforated spoodle.) | Serve cherry crisp and cornbread. | Assist with cornbread. | Pan up 600 portions of fish and begin to cook at 10:30 A.M. |
| | | Serve cole-slaw. (Use #16 spoodle.) | Dish machine. | Kitchen back up. Boil 215 lbs. whole chickens for Thursday. |



Problem Solving



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PROBLEM SOLVING

OBJECTIVES

1. Identify the steps in the problem solving process.
2. Apply the problem solving process to a workplace problem.

ACTION PLAN FORM

OVERALL SOLUTION:

| ACTION | PERSON RESPONSIBLE | COMPLETION DEADLINE |
|--------|--------------------|---------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

| CONTINGENCY PLANNING WORKSHEET | | |
|--------------------------------|--|---|
| What could go wrong? | How could you prevent it from happening? | How can you change your plan if it happens? |
| | | |